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ABSTRACT

For 4 years, from 1978 to 1979, questionnaires were sent to elementary and secondary school teachers in New Castle County, Delaware, to determine their teachers' attitudes concerning race, school desegregation, school quality, and educational practices before and after school desegregation. Differences in attitudes by teachers' age, sex, race, and racial composition of neighborhood of residence were also examined. The research found that: (1) in 1978 and 1979, racial attitudes were positive and attitudes toward desegregation were neutral; (2) in 1980 and 1981, teachers demonstrated the most positive attitudes toward the importance of education and school quality and the least positive attitudes toward desegregation; (3) attitudes concerning race and desegregation tended to be more positive among blacks, older teachers, and those who lived in integrated neighborhoods, and least positive among whites; (4) females were more likely to use minority teaching materials; and (5) males tended to have more favorable attitudes toward the availability of workshops on multicultural teaching. (Author/MJL)

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TEACHERS' RACIAL AND EDUCATIONAL ATTITUDES COINCIDENT WITH METROPOLITAN SCHOOL DESEGREGATION

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Teachers' Racial and Educational Attitudes Coincident with Metropolitan School Desegregation

Teachers play a critical role in the successful implementation of a desegregation order. Since they are involved in day-to-day activities within the classroom, they are responsible for establishing the classroom climate and setting the tone for interracial relations (Struzziery, 1977).

Teacher assignment has been central to school desegregation plans throughout the country and is generally included in court orders for desegregation (U.S. Commission on Civil Rights, 1979). In segregated school systems, minority and inexperienced teachers were frequently assigned to minority schools while experienced white teachers were assigned to majority schools (Greenblatt & Willie, 1980). This situation did not always improve following desegregation, especially in the South. During implementation of the Brown decision in the South, there was a large loss of jobs for black teachers and administrators. Black teachers were often fired, and new jobs were filled with white teachers (Haney, 1978; U.S. Commission on Civil Rights, 1967). Partly in response to these actions, both the Department of Health, Education and Welfare (1969) and the National Education Association (1980) developed guidelines for the equitable treatment of teachers during desegregation implementation. These guidelines emphasized the importance of a desegregated faculty for the modeling of positive interracial interaction and for the provision of minority role models for both minority and majority students.

Despite the importance of the teachers' role, however, they are frequently left out of the crucial planning and decision-making in desegregation (Bosma, 1977). Teachers in a desegregating system may be involuntarily assigned to different buildings or be given new responsibilities as part of the desegregation process (Raffel, 1980; Gottlieb, 1964). Resentment and frustration caused by such practices may result in interracial tension among teaching staff (Raffel, 1980; Harding, et al., 1969; Bernhard, 1960).

The importance of the teaching staff to the success of a desegregation plan has been pointed out repeatedly (Raffel, 1980; Bosma, 1977; Chesler, et al., 1969). Teachers have an important impact on both the achievement of students in their classrooms and on the development of an atmosphere of positive interracial and intergroup contacts (Cohen, 1980; Smith et al., 1973).

Studies of school climate (Lezotte, et al., 1980; Brookover, et al., 1979) have suggested that the teaching and administrative staff is the most important factor in school achievement. The school climate is especially important in a desegregating school system where teachers' attitudes and behaviors can provide the setting for positive interracial contact. Such methods as assigning seats in the classroom to achieve racial mixing (Noar, 1966) or structuring group learning experiences which require cooperation among students to achieve objectives (Slavin, 1977) can promote positive classroom interaction.

In this context, several teacher attributes come into play. Most important is the teacher's own attitude toward members of other races.

Despite the importance of unbiased teacher attitudes, it has sometimes been found that teachers do in fact have different attitudes toward minority and majority students (Bowles & Gintes, 1973; Banks, 1972; Gottlieb, 1964). Frequently these attitudes reflect stereotypes based on both race and social status differences (Green & Cohen, 1979; Washington, 1979; Yee, 1969).

In this regard, it is important to note that, in addition to achieving a mix of students of different racial and ethnic backgrounds, desegregation has often resulted in a mixing of students from different social class or socioeconomic backgrounds. Teachers may have lower expectations for achievement for these students from poor and/or minority backgrounds (Brookover, et al., 1979). Dotts (1978), for example, found that there were no differences between black and white teachers in attitudes toward disadvantaged youngsters. Rather, all these teachers had low expectations for such youngsters. These teacher expectations have been shown to be crucial to student achievement (Green & Cohen, 1979; Brookover & Schneider, 1975). A teacher may consciously or unconsciously use different teaching methods for minority and majority students, often thereby insuring different outcomes. The most common example of this is an ability grouping, which may result in minority students being placed in lower ability groups, receiving less effective teaching, and then achieving less. It is essential that the classroom teacher have the same standards and expectations for minority and majority students and teach accordingly (Bosma, 1977). Teachers also have a significant impact on students' self-concept, which will in turn affect student motivation and achievement (Washington, 1979). If teachers hold stereotyped perceptions of minority or low income students, these students may be unable to develop positive self-concepts.

Research on effective schools (Edmonds, 1979) and equal status contact in the classroom (Cohen, 1980; Mercer et al., 1980) suggests that it is possible to be educationally effective with disadvantaged students. Administrative leadership and high expectations from both administrators and teachers are key elements in those schools that are effective with such students (Phi Delta Kappa, 1980).

Although teachers are critical in the success of a school desegregation plan, they generally have had little experience in desegregation prior to the implementation of a plan and may never have taught in a classroom with youngsters of different races or backgrounds. Thus, many desegregating school systems have focused particularly on staff development needs (U.S. Commission on Civil Rights, 1979). Most evaluations of these programs, however, measure only participants' reactions to the program, rather than the actual impact in terms of classroom behavior (Carney, 1979; Roye, 1970). Forehand and Ragosta (1976), in an extensive examination of approximately 200 schools involved in desegregation, identified three general areas of staff development and suggested that staff development must be tailored to the needs of the particular staff involved. These three areas of staff development were "sensitivity training" type programs, which were experience-based in format; lecture-discussion type programs utilizing outside consultants or experts; and staff-conducted activity programs, which had been initiated, designed, and carried out by the staff members themselves.

A recent extensive survey of school desegregation programs in the Southwest (Williams, 1980; King, 1980; King & Galindo, 1980) identified effective strategies for successful school desegregation, including five areas of staff

development. These areas were communication skills training for teachers, training in individualized instruction methods, teaching effectiveness and leadership effectiveness training, and training for teachers in the use of bilingual materials.

Continuing efforts are being made in desegregated school settings across the country to involve teachers in making school desegregation work and to provide them with needed training and development programs for working in racially and culturally diverse classrooms (Green, et al., 1981). This inclusion of teachers in both the planning and implementation of school desegregation is critical to its success.

Method

In the spring of 1978, prior to the implementation of a metropolitan school desegregation plan, questionnaires were distributed to all second through twelfth grade, non-special education teachers in five of the school districts in New Castle County, Delaware (Wilmington, De La Warr, Newark, Marshallton-McKean, and Mt. Pleasant) by administrators in each building. Returns were received from 416 teachers, approximately 25% of the total population.

In the spring of 1979, following reorganization of the eleven districts into one New Castle County School District, questionnaires were again sent to teachers. However, it was not possible to distribute questionnaires to teachers at the building level or to obtain addresses from the district administration at this time. The district did provide a roster of teachers'

names, and addresses were obtained, where possible, from Wilmington area telephone directories. Some addresses were also available from personnel listings from the former districts, but not from the Wilmington district. Relying on telephone directories resulted in an under-representation of women in this second year sample. In addition, there was a significant drop in the proportion of black teachers in the second-year sample.

Questionnaire distribution for the final rounds of data collection, in the spring of 1980 and 1981, was subject to the same difficulties. Teachers' mailing addresses were available only from the 1979 listing based on personnel and telephone directories. Thus, the 1980 and 1981 samples also show an under-representation of women and minority teachers, relative to the 1978 sample. Characteristics of each of the four samples are presented in Tables 1 through 4.

Further comparison indicated very little overlap in individual teachers responding for each of the years. It is necessary, therefore, to conclude that the samples for each of the four years are almost entirely independent samples from the respective populations and moreover are dissimilar in terms of race and sex characteristics. Accordingly, an analysis of change over time was not possible, and data are presented separately for each year's sample. It is also important to avoid making comparisons between attitudes before and after desegregation or to draw any conclusions about changes in teachers' attitudes in New Castle County based on this data.

Analysis of Teachers' Attitudes: 1978

Reliability coefficients for each of the scales were calculated using coefficient alpha, a measure of internal consistency which utilizes all

Table 1. Description of Teacher Sample: 1978

Characteristic	Number	Percent
Race		
Black	85	20.4
White	322	77.4
Other	6	1.4
Unknown	3	0.7
Total	416	100.0
Sex		
Female	258	62.0
Male	154	37.0
Unknown	4	0.9
Total	416	100.0
Neighborhood Racial Composition		
All White	83	20.0
Mostly White	240	57.7
Half Black-Half White	50	12.0
Mostly White	36	8.7
All Black	7	1.7
Unknown	--	--
Total	416	100.1
Mean Age	40.6	--
Mean Number of Years Teaching	14.2	--

Table 2. Description of Teacher Sample: 1979

Characteristic	Number	Percent
Race		
Black	23	5.7
White	362	90.3
Other	9	2.2
Unknown	7	1.7
Total	401	100.0
Sex		
Female	162	40.4
Male	232	57.9
Unknown	7	1.7
Total	401	100.0
Neighborhood Racial Composition		
All White	93	23.2
Mostly White	268	66.8
Half Black-Half White	27	6.7
Mostly Black	6	1.5
All Black	--	--
Unknown	7	1.7
Total	401	99.9
Mean Age	41.8	--
Mean Number of Years Teaching	15.7	--

Table 3. Description of Teacher Sample: 1980

Characteristic	Number	Percent
Race		
Black	19	5.6
White	300	88.8
Other	15	4.4
Unknown	4	1.2
Total	338	100.0
Sex		
Female	140	41.4
Male	192	56.8
Unknown	6	1.8
Total	338	100.0
Neighborhood Racial Composition		
All White	60	17.8
Mostly White	248	73.4
Half Black-Half White	18	5.3
Mostly Black	5	1.5
All Black	0	0.0
Unknown	7	2.1
Total	338	100.0
Mean Age	42.7	--
Mean Number of Years Teaching	16.2	--

Table 4. Description of Teacher Sample: 1981

Characteristic	Number	Percent
Race		
Black	14	4.9
White	255	89.8
Other	6	2.1
Unknown	9	3.2
Total	284	100.0
Sex		
Male	171	60.2
Female	104	36.6
Unknown	9	3.2
Total	284	100.0
Neighborhood Racial Composition		
All White	51	18.0
Mostly White	195	68.7
Half Black-Half White	26	9.2
Mostly Black	3	1.1
All Black	0	0.0
Unknown	9	3.2
Total	284	100.0
Mean Age	44.7	--
Mean Number of Years Teaching	17.7	--

possible split-half combinations of items. Reliability estimates ranged from .85 to .71 (Table 5).

Mean scale scores and standard deviations for the 1978 sample are shown in Table 6. All scale scores range from 1.00 (least positive) to 5.00 (most positive). Racial attitudes were positive among teachers prior to desegregation, while attitudes toward desegregation itself were neutral.

The following section (Tables 7-10) presents further breakdowns of the teachers' attitudes before desegregation by sex, race, age, and neighborhood racial composition.

Teachers by Sex.

1. Racial attitudes were more positive among female teachers than among male teachers (Table 7).
2. Female teachers were more likely to use minority teaching materials than were male teachers.
3. There were no differences between male and female teachers in attitudes toward school desegregation, the importance of education, perceptions of school quality, or perceptions of the availability of workshops on multiracial teaching.

Teachers by Race.

1. Black teachers had more positive racial attitudes than white teachers (Table 8).
2. Black teachers had much more positive attitudes toward school desegregation than white teachers.

Table 5. Teacher Scale Reliability Coefficients: 1978

Scale	Items	Reliability Coefficient
Racial Attitudes	8, 9, 10, 11, 14, 15, 25, 27	.79
Attitude Toward School Desegregation	13, 16, 17, 18, 19	.85
Importance of Education	2, 3, 4	.71
Perceived School Quality	5, 7, 20, 21, 26	.72
Use of Minority Teaching Materials	24, 29, 30	.78
Workshops on Multi-Racial Teaching	22, 23	.84

Table 6. Teachers' Mean Scale Scores: 1978

Scale	Mean	Standard Deviation
Racial Attitudes	4.05	.57
Attitude Toward School Desegregation	2.92	.92
Importance of Education	4.80	.45
Perceived School Quality	4.11	.68
Use of Minority Teaching Materials	3.34	1.02
Workshops on Multi-Racial Teaching	3.65	1.16

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 7. Teachers' Mean Scale Scores by Sex: 1978

Scale	Female	Male	Significance
Racial Attitudes	4.11	3.96	.001
Attitude Toward School Desegregation	2.81	2.92	N.S.
Importance of Education	4.83	4.74	N.S.
Perceived School Quality	4.18	4.00	N.S.
Use of Minority Teaching Materials	3.48	3.12	.007
Workshops on Multi-Racial Teaching	3.68	3.63	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 8. Teachers' Mean Scale Scores by Race*: 1978

Scale	Black	White	Significance
Racial Attitudes	4.21	4.00	.003
Attitude Toward School Desegregation	3.46	2.76	.000
Importance of Education	4.85	4.78	N.S.
Perceived School Quality	4.19	4.08	N.S.
Use of Minority Teaching Materials	3.48	3.31	N.S.
Workshops on Multi-Racial Teaching	3.83	3.60	N.S.

*Hispanic teachers and teachers of other racial groups were omitted because of the small numbers of teachers in these groups.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

3. Black and white teachers did not differ on the importance of education, perceptions of school quality, their use of minority teaching materials, or perceptions of the availability of workshops on multiracial teaching.

Teachers by Age

1. Teachers differed in their attitude toward school desegregation according to their age, with a general trend for older teachers to be more positive toward school desegregation than younger teachers (Table 9).
2. There were no differences according to age in racial attitudes, importance, of education, perceptions of school quality, the use of minority teaching materials, or perceptions of the availability of workshops on multiracial teaching.

Teachers by Neighborhood Racial Composition

1. Teachers in all white and mostly white neighborhoods had less positive racial attitudes than teachers in the half black-half white neighborhoods (Table 10).
2. Teachers in the all white and mostly white neighborhoods had more negative attitudes toward school desegregation than did teachers living in the other neighborhoods.
3. Teachers in the all white neighborhoods were less likely to use minority teaching materials than were teachers from the other neighborhoods.

Table 9. Teachers' Mean Scale Scores by Age: 1978

Scale	Age				Significance
	Less than 30	30-39	40-49	Over 49	
Racial Attitudes	4.11	4.08	3.98	4.01	N.S.
Attitude Toward School Desegregation	2.62	2.91	2.84	3.18	.001
Importance of Education	4.71	4.81	4.81	4.81	N.S.
Perceived School Quality	4.08	4.09	4.16	4.11	N.S.
Use of Minority Teaching Materials	3.26	3.35	3.43	3.29	N.S.
Workshops on Multi-Racial Teaching	3.61	3.47	3.76	3.81	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 10. Teachers' Mean Scale Scores by Racial Composition of Neighborhood: 1978

Scale	Neighborhood Composition: All White	Mostly White	Half Black Half White	Mostly Black	All Black	Significance
Racial Attitudes	3.86	4.02	4.29	4.27	4.29	.000
Attitude Toward School Desegregation	2.65	2.84	3.32	3.31	3.89	.000
Importance of Education	4.83	4.77	4.79	4.85	4.95	N.S.
Perceived School Quality	4.08	4.13	3.97	4.22	4.40	N.S.
Use of Minority Teaching Materials	2.97	3.40	3.59	3.49	3.57	.004
Workshops on Multi-Racial Teaching	3.75	3.53	3.79	3.90	4.43	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

4. There were no differences according to neighborhood racial composition in importance of education, perceptions of school quality, or the availability of workshops on multiracial teaching.

Analysis of Teachers' Attitudes: 1979

Reliability coefficients for each of the scales were calculated on the 1979 sample, again using coefficient alpha as the measure of reliability. Reliability estimates ranged from .85 to .65 (Table 11).

Mean scale scores and standard deviations for the post-desegregation sample are shown in Table 12. Racial attitudes among teachers one year after school desegregation were positive, while attitudes toward desegregation itself were neutral.

The following section (Tables 13-16) presents further breakdowns of teachers' attitudes one year after desegregation by sex, race, age, and neighborhood racial composition.

Teachers by Sex.

1. There was a very slight difference between male and female teachers in their perceptions of school quality, with females having slightly more positive perceptions (Table 13).
2. Female teachers were more likely to use minority teaching materials than male teachers.
3. Male teachers had more favorable perceptions of the availability of workshops on multiracial teaching than female teachers.

Table 11. Teacher Scale Reliability Coefficients: 1979

Scale	Items	Reliability Coefficients
Racial Attitudes	8, 9, 10, 11, 14, 15, 25, 27	.81
Attitude Toward School Desegregation	13, 16, 17, 18, 19	.81
Importance of Education	2, 3, 4,	.65
Perceived School Quality	5, 7, 20, 21, 26	.74
Use of Minority Teaching Materials	24, 29, 30	.75
Workshops on Multi-Racial Teaching	22, 23	.85

Table 12. Teachers' Mean Scale Scores: 1979

Scale	Mean	Standard Deviation
Racial Attitudes	3.92	.56
Attitude Toward School Desegregation	3.03	.82
Importance of Education	4.78	.36
Perceived School Quality	4.03	.65
Use of Minority Teaching Materials	3.25	.94
Workshops on Multi-Racial Teaching	3.47	1.09

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 13. Teachers' Mean Scale Scores by Sex: 1979

Scale	Female	Male	Significance
Racial Attitudes	3.98	3.87	N.S.
Attitude Toward School Desegregation	3.07	2.98	N.S.
Importance of Education	4.49	4.77	N.S.
Perceived School Quality	4.08	3.99	.046
Use of Minority Teaching Materials	3.42	3.12	.014
Workshops on Multi-Racial Teaching	3.22	3.63	.001

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

4. There were no differences between male and female teachers in racial attitudes, attitudes toward school desegregation, or the importance of education.

Teachers by Race.

1. Black teachers had more positive racial attitudes than white teachers (Table 14).
2. Black teachers had more positive attitudes toward school desegregation than white teachers.
3. There were no differences between black and white teachers in the importance of education, perceptions of school quality, their use of minority teaching materials, or perceptions of the availability of workshops on multiracial teaching.

Teachers by Age.

1. Teachers differed in their perceptions of the availability of workshops on multiracial teaching according to age, with a general trend for older teachers to have more favorable perceptions than younger teachers (Table 15).
2. There were no differences according to age in racial attitudes, attitudes toward school desegregation, the importance of education, perceptions of school quality, or use of minority teaching materials.

Teachers by Neighborhood Racial Composition.

1. Teachers from all white neighborhoods had less positive racial attitudes than teachers from integrated neighborhoods (Table 16).

Table 14. Teachers' Mean Scale Scores by Race*: 1979

Scale	Black	White	Significance
Racial Attitudes	4.28	3.90	.002
Attitude Toward School Desegregation	3.55	2.98	.001
Importance of Education	4.88	4.77	N.S.
Perceived School Quality	4.13	4.03	N.S.
Use of Minority Teaching Materials	3.29	3.24	N.S.
Workshops on Multi-Racial Teaching	3.61	3.45	N.S.

*Hispanic teachers and teachers of other racial groups were omitted because of the small numbers of teachers in these groups.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 15. Teachers' Mean Scale Scores by Age: 1979

Scale	Age				Significance
	Less than 30	30-39	40-49	Over 49	
Racial Attitudes	4.02	3.96	3.93	3.80	N.S.
Attitude Toward School Desegregation	2.77	2.98	3.06	3.14	N.S.
Importance of Education	4.80	4.75	4.83	4.77	N.S.
Perceived School Quality	3.97	3.93	4.08	4.11	N.S.
Use of Minority Teaching Materials	3.26	3.29	3.18	3.25	N.S.
Workshops on Multi-Racial Teaching	3.12	3.36	3.55	3.63	.031

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 16. Teachers' Mean Scale Scores by Racial Composition of Neighborhood: 1979

Scale	Neighborhood Composition: All White	Mostly White	Half Black Half White	Mostly Black	All Black	Significance
Racial Attitudes	3.76	3.93	4.20	4.06	--	.002
Attitude Toward School Desegregation	2.85	3.04	3.24	3.37	--	N.S.
Importance of Education	4.71	4.79	4.85	4.94	--	N.S.
Perceived School Quality	3.92	4.06	3.99	4.21	--	N.S.
Use of Minority Teaching Materials	3.03	3.30	3.43	3.22	--	N.S.
Workshops on Multi-Racial Teaching	3.22	3.54	3.21	4.25	--	.014

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

2. Teachers from all white and mostly black neighborhoods had the least positive perceptions of the availability of workshops on multiracial teaching.
3. Attitudes toward school desegregation, importance of education, perceived school quality, and the use of minority teaching materials did not vary according to neighborhood racial composition.

Analysis of Teachers' Attitudes: 1980

Reliability coefficients were calculated on the 1980 sample using coefficient alpha. These estimates ranged from 0.92 to 0.52 (Table 17).

Mean scale scores and standard deviations for this sample are shown in Table 18. Overall importance of education was the most positive attitude with attitude toward school desegregation being the least positive. Further breakdowns by sex, race, age, and racial composition of neighborhood are presented in the following section (Tables 19-22).

Teachers by Sex.

1. The importance of education was slightly greater for female than for male teachers (Table 19).
2. Male teachers had more favorable perceptions of the availability of workshops on multiracial teaching than female teachers.
3. There were no differences between male and female teachers in racial attitudes, attitudes toward school desegregation, perceived school quality, or the use of minority teaching materials.

Table 17. Teacher Scale Reliability Coefficients: 1980

Scale	Items	Reliability Coefficient
Racial Attitudes	8, 9, 10, 11, 14, 15, 25, 27	.79
Attitude Toward School Desegregation	13, 16, 17, 18, 19	.82
Importance of Education	2, 3, 4	.52
Perceived School Quality	5, 7, 20, 21, 26	.76
Use of Minority Teaching Materials	24, 29, 30	.77
Workshops on Multi-Racial Teaching	22, 23	.92

Table 18. Teachers' Mean Scale Scores: 1980

Scale	Mean	Standard Deviation
Racial Attitudes	3.90	.57
Attitude Toward School Desegregation	3.04	.80
Importance of Education	4.76	.38
Perceived School Quality	3.98	.70
Use of Minority Teaching Materials	3.27	.93
Workshops on Multi-Racial Teaching	3.47	1.14

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 19. Teachers' Mean Scale Scores by Sex: 1980

Scale	Female	Male	Significance
Racial Attitudes	3.96	3.85	N.S.
Attitude Toward School Desegregation	3.10	2.99	N.S.
Importance of Education	4.82	4.72	.018
Perceived School Quality	4.06	3.92	N.S.
Use of Minority Teaching Materials	3.33	3.24	N.S.
Workshops on Multi-Racial Teaching	3.34	3.59	.050

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Teachers by Race.

1. White teachers were more likely to use minority teaching materials than black teachers or teachers from other racial groups (Table 20).
2. Black, white, and other teachers did not differ in racial attitudes, attitudes toward school desegregation, the importance of education, perceived school quality, or the availability of workshops on multiracial teaching.

Teachers by Age.

1. The importance of education was greater among those teachers age 30 and over than among teachers younger than 30 (Table 21).
2. There were no differences according to age in racial attitudes, attitudes toward desegregation, perceived school quality, the use of minority teaching materials, or workshops on multiracial teaching.

Teachers by Neighborhood Racial Composition

1. Racial attitudes were most positive among teachers from half black-half white neighborhoods and least positive among teachers from all white and mostly black neighborhoods (Table 22).
2. There were no differences according to neighborhood racial composition in attitudes toward school desegregation, the importance of education, perceived school quality, the use of minority teaching materials, and workshops on multiracial teaching.

Table 20. Teachers' Mean Scale Scores by Race: 1980

Scale	Black	White	Other	Significance
Racial Attitudes	4.14	3.89	3.78	N.S.
Attitude Toward School Desegregation	3.05	3.05	2.84	N.S.
Importance of Education	4.77	4.76	4.69	N.S.
Perceived School Quality	3.66	3.99	4.20	N.S.
Use of Minority Teaching Materials	2.77	3.32	2.87	.034
Workshops on Multi-Racial Teaching	3.13	3.51	3.23	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 21. Teachers' Mean Scale Scores by Age: 1980

Scale	Age				Significance
	Less than 30	30-39	40-49	Over 49	
Racial Attitudes	3.79	3.98	3.88	3.82	N.S.
Attitude Toward School Desegregation	2.71	3.01	3.07	3.12	N.S.
Importance of Education	4.54	4.76	4.78	4.79	.014
Perceived School Quality	3.76	3.93	4.04	4.08	N.S.
Use of Minority Teaching Materials	3.21	3.38	3.37	3.10	N.S.
Workshops on Multi-Racial Teaching	3.24	3.53	3.40	3.58	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 22. Teachers' Mean Scale Scores by Racial Composition of Neighborhood: 1980

Scale	All White	Mostly White	Half Black Half White	Mostly Black	All Black	Significance
Racial Attitudes	3.73	3.92	4.19	3.70	--	.011
Attitude Toward School Desegregation	2.99	3.05	3.24	2.52	--	N.S.
Importance of Education	4.77	4.75	4.93	4.60	--	N.S.
Perceived School Quality	3.91	4.01	3.91	3.52	--	N.S.
Use of Minority Teaching Materials	3.25	3.30	3.22	3.13	--	N.S.
Workshops on Multi-Racial Teaching	3.52	3.47	3.31	3.70	--	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Analysis of Teachers' Attitudes: 1981

Reliability coefficients for each of the scales were calculated on the 1981 sample using coefficient alpha. These estimates ranged from 0.90 to 0.69 (Table 23).

Overall mean scale scores and standard deviations are presented in Table 24. The most positive attitudes expressed by the teacher sample as a whole were related to the importance of education while the least positive were attitudes toward school desegregation. Teachers' perceptions of school quality were also notably positive. Further breakdowns by teachers' sex, race, age, and neighborhood racial composition are summarized in the following section (Tables 25-28).

Teachers by Sex.

1. Female teachers reported greater use of minority teaching materials (Table 25).
2. Male teachers had more favorable perceptions of the availability of workshops on multiracial teaching.
3. There were no differences between male and female teachers in racial attitudes, attitudes toward school desegregation, the importance of education, or perceived school quality.

Teachers by Race.

1. Racial attitudes of black teachers were more positive than racial attitudes of white teachers or teachers of other races (Table 26).

Table 23. Teacher Scale Reliability Coefficients: 1981

Scale	Items	Reliability Coefficient
Racial Attitudes	8, 9, 10, 11, 14, 15, 25, 27	.80
Attitude Toward School Desegregation	13, 16, 17, 18, 19	.83
Importance of Education	2, 3, 4	.69
Perceived School Quality	5, 7, 20, 21, 26	.71
Use of Minority Teaching Materials	24, 29, 30	.75
Workshops on Multi-Racial Teaching	22, 23	.90

Table 24. Teachers' Mean Scale Scores: 1981

Scale	Mean	Standard Deviation
Racial Attitudes	3.84	.57
Attitude Toward School Desegregation	2.95	.87
Importance of Education	4.77	.40
Perceived School Quality	3.97	.63
Use of Minority Teaching Materials	3.31	.93
Workshops on Multi-Racial Teaching	3.47	1.08

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 25. Teachers' Mean Scale Scores by Sex: 1981

Scale	Female	Male	Significance
Racial Attitudes	3.87	3.84	N.S.
Attitude Toward School Desegregation	3.07	2.89	N.S.
Importance of Education	4.76	4.79	N.S.
Perceived School Quality	4.06	3.93	N.S.
Use of Minority Teaching Materials	3.49	3.19	.017
Workshops on Multi-Racial Teaching	3.22	3.65	.001

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 26. Teachers' Mean Scale Scores by Race: 1981

Scale	Black	White	Other	Significance
Racial Attitudes	4.43	3.81	3.98	.000
Attitude Toward School Desegregation	3.62	2.92	2.53	.006
Importance of Education	4.79	4.77	4.94	N.S.
Perceived School Quality	3.90	3.98	4.17	N.S.
Use of Minority Teaching Materials	3.13	3.32	2.44	N.S.
Workshops on Multi-Racial Teaching	3.21	3.51	3.08	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

2. Attitudes toward school desegregation were most positive among black teachers and least positive among teachers of other races.
3. There were no differences by race in attitudes toward the importance of education, perceived school quality, the use of minority teaching materials, or the availability of workshops on multiracial teaching.

Teachers by Age.

1. Teachers between the ages of 30 and 39 had the most positive racial attitudes while teachers younger than 30 had the least positive attitudes (Table 27).
2. There were no differences according to age in attitudes toward school desegregation, the importance of education, perceived school quality, the use of minority teaching materials, or the availability of workshops on multiracial teaching.

Teachers by Neighborhood Racial Composition.

1. Teachers living in integrated or mostly black neighborhoods had somewhat more positive racial attitudes than teachers living in all white or mostly white neighborhoods (Table 28).
2. Teachers living in mostly white neighborhoods placed the greatest importance on education.
3. Attitudes toward school desegregation, perceived school quality, the use of minority teaching materials, and the availability of workshops on multiracial teaching did not vary by neighborhood racial composition.

Table 27. Teachers' Mean Scale Scores by Age: 1981

Scale	Age				Significance
	Less than 30	30-39	40-49	Over 49	
Racial Attitudes	3.61	3.97	3.76	3.77	.032
Attitude Toward School Desegregation	2.17	2.92	2.91	3.04	N.S.
Importance of Education	4.86	4.77	4.78	4.75	N.S.
Perceived School Quality	3.97	3.91	3.99	4.00	N.S.
Use of Minority Teaching Materials	3.43	3.41	3.30	3.20	N.S.
Workshops on Multi-Racial Teaching	2.57	3.53	3.62	3.41	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 28. Teachers' Mean Scale Scores by Racial Composition of Neighborhood: 1981

Scale	Neighborhood Composition: All White	Mostly White	Half Black Half White	Mostly Black	All Black	Significance
Racial Attitudes	3.68	3.86	4.09	4.04	--	.021
Attitude Toward School Desegregation	2.89	2.94	3.21	3.07	--	N.S.
Importance of Education	4.67	4.82	4.67	4.78	--	.047
Perceived School Quality	3.92	3.99	3.99	4.00	--	N.S.
Use of Minority Teaching Materials	3.15	3.34	3.42	3.00	--	N.S.
Workshops on Multi-Racial Teaching	3.53	3.48	3.54	2.67	--	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Summary

Although no direct comparisons of the teacher samples for each year can be made, the main findings for each of the four samples are as follows:

For the teachers in the 1978 (pre-desegregation) sample, racial attitudes were positive, while attitudes toward desegregation were neutral. Female teachers had more positive racial attitudes and were more likely to use minority teaching materials than male teachers. Black teachers had more positive racial attitudes and were more positive toward school desegregation than white teachers. Older teachers were more positive toward school desegregation than younger teachers. Teachers living in integrated neighborhoods had more positive racial attitudes than teachers in all white or mostly white neighborhoods.

The main findings among teachers in the 1979 sample were as follows: Racial attitudes among teachers were positive, while attitudes toward school desegregation were neutral. There was no difference between male and female teachers in racial attitudes, although female teachers were more likely to use minority teaching materials and had slightly more positive perceptions of school quality. Black teachers had more positive racial attitudes and were more positive toward school desegregation than white teachers. Teachers living in integrated neighborhoods had more positive racial attitudes than teachers in all white neighborhoods.

For the 1980 sample of teachers, importance of education was the most positive attitude, while attitudes toward school desegregation were the least positive. The importance of education was slightly greater for female than

for male teachers, but male teachers had more favorable perceptions of the availability of workshops on multiracial teaching. White teachers were more likely to use minority teaching materials than black or other minority teachers. Racial attitudes were most positive among teachers from integrated neighborhoods and least positive among teachers from all white and mostly black neighborhoods.

The main findings for teachers in the 1981 sample were as follows: Teachers' perceptions of school quality and the importance of education were most positive, while attitudes toward school desegregation were least positive. Female teachers reported greater use of minority teaching materials, but male teachers had more favorable perceptions of the availability of workshops on multiracial teaching. Racial attitudes and attitudes toward school desegregation were more positive for black teachers than for teachers of other races. Additionally, teachers between the ages of 30 and 39 had the most positive racial attitudes while teachers younger than 30 had the least positive attitudes. Teachers living in integrated or mostly black neighborhoods had somewhat more positive racial attitudes than teachers living in all white or mostly white neighborhoods, while teachers from the mostly white neighborhoods placed the greatest importance on education.

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